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Name of Activity: Fun with the Alphabet Letters

Target learners: Grade 1, 7-8 years old

Time required: 40 minutes

Aims

1. Students are able to recognize the shape of the alphabet letters from a to z by reading.
2. Students are able to distinguish the sound of the alphabet letters from a to z by listening.

Materials required & pre-lesson preparation

1. CD & CD player
2. Letter cards a-z
3. 2 hammers
4. Worksheets and an extra copy for demonstration (from Primary Communication Box by C. Nixon and M. Tomlinson, Cambridge University Press, 2005)

In class procedure

Pre-Task (5 min)

1. Warmer: ABC song
Students sing the “ABC” song (learned in the previous lesson)
2. Greeting:
The teacher says “Good morning !”, and students answer “Good morning !”.
The teacher says “Hello !”, and students answer “Hi !”

While-Task (15 min)

1. Say the alphabet letters in order:
Students listen and repeat the letters from a to z after the teacher. Then the teacher asks a student to say the letter a, and the student next to him or her say the letter b. Ask the whole class to say all the letters of the alphabet in turn.
2. What’s missing:
Take a section of the alphabet letters. Say the letters in order, and miss one letter out, e.g. a, b, c, e, f, g. Students must identify the missing letter (d).
3. “Yes” or “No” question:
Write down several letters on the blackboard. Ask students to identify the letters and answer the questions about the letters with “yes” or “no”. For example, point to f, and ask “Is this the letter c?” Students must answer “No, f.”
4. Who’s faster:
Post some letter cards on the blackboard. Divide all the students into two teams, and ask the first member of each team to the front of the classroom. Give each of them a hammer. Then read one letter aloud. The student who hits the letter card faster is the winner.



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Elementary School English Teachers

Post –Task(15min)

Worksheet: Alphasdots

1. Demonstrate the activity with a student:

Invite a volunteer to the front of the classroom. The teacher keeps part A of the worksheet, and gives the student part B. Explain that students listen to their partners as they dictate the letters, and they draw lines to join the dots.

2. Give an example:

The teacher writes a part of the dictating letters from worksheet A on the blackboard, and draws some dots with these letters. Ask the volunteer to start at the letter with the picture of a pencil. Tell him or her to put the chalk on the right letter (r). When the student gets ready, the teacher can start to dictate the letters.

3. Arrange the class in pairs A and B

Give students their worksheet, A or B, and ask them to face to their partners. Tell them to look only at their own worksheet. Students with worksheet A dictate for those with worksheet B to draw and complete their pictures. Then they change roles.

4. Finish and correct:

When students have finished, they compare pictures with the right ones posted on the blackboard, and correct the errors.

Follow up

1. Homework; write a-z for 5 times

2. Students give themselves scores from 1 to 5 to show how they like today's activities, and another score to show how they have done in today's lesson.



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